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ABSTRACT

The use of personal administrative experiences as bases for thinking about and effecting curricular reform in educational administration is discussed. The purposeful application of individual past experiences is valuable to the reform effort in that it taps a vital resource of individual knowledge and suggests a way of bridging the chasm between the worlds of practice and individual experience and that of theory. The philosophy of J. Dewey and the work of R. S. Usher are used extensively to support this thesis. The notion of knowledge and learning as a transformation of experience is discussed, and the processes of reflection as mediators of individual experiences are addressed. The key concern of the paper is how to convince professors and, in turn, their students that individual experiences and biographies have worth beyond the anecdotal illumination of extant theories in the area of educational administration. A model depicting the interaction of reflective skills, conceptions of learning and knowledge, educational tasks and assessment, and use of experience is outlined. (TJH)

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Reappraising Personal Experience in the Reform of Curriculum in Educational Administration

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Reappraising Personal Experience in the Reform of Curriculum In Educational Administration

After two and half weeks in my new position as high school principal, I was beginning to see this new administrative role as one which was not only manageable but would be personally and professionally rewarding. The secretary buzzed me on the office telephone to tell me that a parent was there to discuss a personal matter. Affably I walked to his door, greeted the woman, and asked her to sit down. Relaxed and confident, I smiled and inquired how I could help her. Not the least bit hesitant, she told me that I had a serious problem. Over the next hour she revealed in graphic detail how the varsity football coach had recently raped her fifteen year old daughter. It was now July 25th with a new football season scheduled to begin in one week. The incident and the experiences of dealing with all of the attendant administrative, personal, legal, and professional issues became part of this principal's administrative biography.

As John Dewey stated, "As an individual passes from one situation to another, his world, his environment, expands or contracts. He does not find himself living in another world but in a different part or aspect of one and the same world. What he has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with situations which follow. The process goes on as life and learning continue" (p. 46). The purpose of this paper is to examine the use of personal administrative experiences as a basis for thinking about and effecting curricular reform in educational administration. The purposeful application of individual past experiences is valuable to the reform effort in that it taps a vital resource of individual knowledge and suggests a way of bridging the often times wide chasm between the worlds of practice and individual experiences, and theory. The way in which professors think about and make use of their own past professional work experiences is at the very heart of the professoriate and their attempts to reform programs and practices in the preparation of school administrators. It will be argued that attention to individual experiences is tied to conceptions of

knowledge and learning and has implications for the professor, for teaching practices, for program design, for student outcomes , and for educational administration as a field of study.

The idea that experience is inextricably tied to learning and knowledge is not a new one. Over the centuries scholars have elaborated on the connections. In this century, John Dewey(1938) proposed that, "Education in order to accomplish its ends both for the individual learner and for society must be based upon experience- which is always the actual life-experience of some individual" (p. 89). Though Dewey's philosophy was articulated with younger learners in mind, his ideas have relevance for learners of any age and are clearly applicable to program reform and pedagogy in educational administration. Dewey contrasted traditional education and progressive education. Based on a set of assumptions and beliefs about learning, he characterized the more traditional education as one which stressed that learning, "means acquisition of what already is incorporated in books and in the heads of elders. Moreover, that which is taught is thought of, as essentially static. It is taught as a finished product, with little regard either to the ways in which it was originally built up or to changes that will surely occur in the future" (p.19). He contrasted this static conception of education with a philosophy of education characterized by the expression and cultivation of individuality, free activity, learning through experience, the acquisition of requisite skills as means for "attaining ends which make direct vital appeal" (p. 19), and an acquaintance with present life and the reality of a changing world. Based on this philosophy he stated, "Now we have the problem of discovering the connection which actually exists *within* experience between the achievements of the past and issues of the present. We have the problem of ascertaining how acquaintance with the past may be translated into a potent instrumentality for dealing effectively with the future" (p.23).

The notion of experience as a base upon which learning and subsequent knowledge is founded does not include just any idiosyncratic event that an individual is witness to. The incident cited at the beginning of this paper would remain just that, if in fact, the scenario described never evolved beyond an anecdote of personal biography. Experience has the potential to contribute to further growth and learning but there is nothing intrinsic that would necessarily account for

learning. As Dewey states, "The belief that all genuine education comes about through experience does not mean that all experiences are genuinely educative. Experience and education cannot be directly equated to each other. For some experiences are mis-educative. Any experience is t. s-educative that has the effect of arresting or distorting the growth of further experience" (p.25). For Dewey the criteria for discriminating between those experiences which are worthwhile and those that are not are the principles of *continuity* and *interaction*. "The principle of *continuity* of experience means that every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after" (p.35). The key is whether or not the experience is interpreted in such a way that it is conducive to the opportunities for continuing growth in new directions. *Interaction*, the second principle, is the transaction which takes place between the individual and what constitutes his/her internal and external environments during any one experience. "Continuity and interaction in their active union with each other provide the measure of the educative significance and value of an experience. They are, so to speak, the longitudinal and lateral aspects of experience"(p.44). Based on the principles of continuity and interaction, the incident of having to deal with a serious charge of moral turpitude in the school provided the opportunity for action and reaction which were more than deft crisis management. The interaction with the internal and external environments supplied the ingredients for individual growth and learning by the principal as well as provided the opportunity for the principal subsequently to incorporate the event, its multiple facets and their resolution, into a framework for future reference and reflection.

That experience is a necessary but not a sufficient factor in individual learning and education suggests that another cognitive process is needed to mediate experiences in order for them to become educative and thereby useful in the future. Cell (1984) describes this mediating process as one of reflection. He states, "The more we understand how we learn from experience, the more responsibility we can assume for that learning. We can seek to modify or simply cut loose from situations which tend to distort or needlessly limit our learning" (p.54). Cell goes on to describe how the ability to learn from personal experiences is useful because such learning is

basic to problem solving, to maintaining and enriching relationships, to succeeding at new projects, to expanding new horizons and areas of experience, and to helping to determine how much freedom and creativity we can achieve. "Our effectiveness in learning from experience will involve how we prepare, the conditions we encounter, and how we later assess or otherwise reflect on what we've learned" (p.54). Cell describes three skills that individuals develop and use in learning from personal experiences: *generalization* (seeking out recurrent patterns in our experiences); *selection* (determining those things to which we will give our attention); and *interpretation* (organizing and recording the messages of our experience). "By these processes of generalizing, selecting and interpreting we gradually create and recreate a complex set of beliefs, knowledge, and evaluations of ourselves and our world and our interrelations with it" (p.62).

Kolb (1984) and Jarvis (1987) describe learning as a process in which knowledge/learning is the transformation of experience. The notion of transformation is particularly important. As Jarvis states, "Only when people give meaning to their experience in a situation does it actually have meaning" (p.166). Individual interpretation is crucial if meaning is to be attached to events and learning is to take place. However, people who are witness to the same event do not necessarily attach the same meaning to it. Since individual interpretation rests upon prior knowledge and experiences, it is likely that any one event is open to as many interpretations and meaningful learning outcomes as there are individuals. It is likely that the principal and the parent attached varying interpretations and meanings to the critical incident and to subsequent events as they unfolded. "The fact is that as a result of previous learning experiences people build up a stock of knowledge, biographically based, which is useful to their performance" (p.167). As Jarvis suggests, these individual stocks of knowledge are the bases for responses to environmental factors. Such responses over time become learned ones and are reinforced. So long as the environment is fairly stable and predictable such learned responses are not problematic. However, with dynamic and uncertain environments, such automatic and routinized responses may become dysfunctional. The task for a principal or any administrator is to check continually

their set(s) of learned responses for situational validity. Set responses to environmental demands are functional in that these patterns of behavior give seasoned professionals a sense of stability in complex and uncertain environments. Given that they have limited capacities to respond to environmental factors that surround them, administrators give purposefullly selective attention to particular events in their work life. On the dysfunctional side, the administrator must be sure that these set responses do not limit or blind him/her to new realities.

Since everyday life experiences may be only reinforcements to already habitualized behaviors, it is appropriate to assert that not all experiences have the potential for further growth and learning. "Experience in the socio-cultural milieu of everyday acts as a re-inforcement to the stock of knowledge already held. However, this re-inforcement does not add to the stock of knowledge, so that while the experience is sub-consciously meaningful, it is not a learning experience and the only growth that will probably have occurred will relate to an increase in confidence to perform similar actions in the future" (p. 167). This is akin to the bromide that a person with a record of 10 years of experience in a job may really have had only one year of experience repeated 10 times. For experiences to become meaningful, and to make them more than reinforcements of patterned behaviors and mere increases in confidence, there is a need for reflection. People must think about particular experiences, reflect upon them, and even seek out the opinions and/or reactions of others to them.

Usher (1985) gives further support to the processes of reflection as mediators of individual experiences. "Experience may be the raw material but it has to be processed through reflection before it can emerge as learning" (p.60-61). What becomes critical for professors of educational administration is how to provide students with the skills to articulate and reflect on their individual experiences. However, the use of experience whether by individuals or by teachers in their instructional strategies is not without its limitations and problems. Usher warns that since not all experiences are educative the relationship between experience and learning is problematic. He cites one incident in which, "A teaching situation designed to facilitate learning from experience became one where students not only failed to take responsibility for their own

learning but ultimately rejected the process of learning from experience as trivial and irrelevant" (p.63). Based on his teaching he identifies three common problems in the use of experience as a basis for teaching: (1). "not all experience can be a basis from which learning can be derived, learning must therefore involve a selection from experience; (2). reflection is necessary in the processing of experience but does not happen spontaneously; (3). experience must have personal meaning but needs to have features to which others can relate their own experience and from which scientifically as well as personally valid generalisations can be made" (p.63).

The notion that students and professors in educational administration should be reflective pracitioners is not a new one. Willower(1964) presents an unusually timely argument stating, "Professors and practitioners of educational administration ought to be reflective generalists, ready and able to work with ideas and to apply them in concrete situations" (p.100). He goes on to assert that both practitioners and professors "should have the opportunity to invent concepts and work out original hypotheses as well as learn about existing concepts and theories. This means that they need to learn to *theorize* and that is something more than the study of various theories. Reflective methods should be cultivated and internalized. This is crucial because knowledge changes, because there is more of it than any one person can assimilate, and because situations are ultimately unique requiring above everything else a probing, reflective mind that can try out and experiment with a variety of problem solutions" (p.100). Willower concludes by suggesting that practitioners and professors ought to be in much closer congruence and that this relationship must be honest and genuine in which professors and practitioners are co-equal partners in the reflective application of theory to practice.

The place of personal experience in the curriculum for preparing school administrators has often been framed as the perennial argument about the relationship of formal theory to everyday practice. One of the major dilemmas facing a field in which professors are training students to become practitioners is to integrate theory and practice in such a way that they are complementary not oppositional. To Schwab (1964), "Abstract theories are like pyramidal tents. The more ground they try to cover, the taller, that is the more abstract, they must be; and the more

abstract they are, the more viciously abstract they are likely to be" (p.61). This is particularly problematic when administrators must spend their work life confronting very specific problems requiring particular solutions not generalizable types of application. Thus, Schwab goes on to argue that, "If the professor of educational administration is concerned with the improvement of educational administration and the training of administrators; if defensible administration arises from a subtle, complex interaction of theory and practice on one another; if the experience of practice can be undergone and the interaction instituted only in the act of practice; then the essential professor of educational administration is one who has practiced; he is a professing educational administrator.

Clearly, he is not any educational administrator who has practiced but one who has the theoretical resources as well and has brought his theory and his practice into interaction with one another" (p.67).

The key concern of this paper is how to convince professors themselves, and then in turn their students, that individual experiences and biographies have worth beyond the anecdotal illumination of extant theories in the area of educational administration. These experiences transformed through reflection into meaningful understandings of professional work life in schools are important resources for legitimating the vast constellations of individual stocks of knowledge that students bring to their preparation programs and for greatly enhancing teaching and learning in educational administration programs. I will argue that experience mediated by the development of reflective skills in professors, students, and practitioners is a primary mechanism for building the collaborative linkages between professors and practitioners and for instituting meaningful reform in educational administration programs.

Adapting a model first presented by Usher (1985), Figure 1 depicts various factors which influence the use of individual experiences as building blocks for learning and continued growth. The figure is also a conceptual organizer for the remainder of this paper.

Drawing upon the work of learning theorists, Usher (1985) provides a dichotomous schemata which is useful in the examination of the role of personal administrative experiences in

guiding reform efforts in educational administration. The interrelationships among the various components have implications for how individual experiences would be interpreted and used what pedagogical strategies would be employed to prepare school administrators, and what student outcomes are expected. The first factor is the *conception of learning* itself. At the extremes of the learning continuum described by Usher, is one conception which holds that learning is a passive reproductive process for the learner emphasizing the acquisition of a specified body of knowledge. Students are required to reproduce any or all of this acquired knowledge at appropriate times, such as on exams and sundry other performance measures. At the other end of the learning continuum, learning tasks are seen as both active and interactive(thematised) emphasizing reflection and awareness of both the learning process as well as the intended products of learning. A professor's *conception of knowledge* is tightly coupled to his/her view of learning. A dualistic conception of knowledge emphasizes a view that things are either 'right' or 'wrong' and where the student looks to the superiority and authority of the teacher in determining what items fall into which category. From a perspective dependent view, knowledge is not seen as an absolute but is viewed as being much more fluid and dependent on the the socio-cultural-temporal world from which it emerges.

Usher(1985) argues that conceptions of learning and knowledge account for dramatically different views regarding the place of personal experience in the learning enterprise. Using the incident described at the beginning of this paper, the reproductive/dualistic perspective might tempt one to use this scenario as an attention getting example to reinforce established formal theories of conflict resolution, decision making, or even moral leadership. From the most simplistic view, this incident would be nothing more than an interesting anecdotal footnote of one person's past administrative experiences with little effort given to developing any particular meaningfulness to the individual or educative signficance for continued growth and learning. Played against more formal theory, if the incident could not be reconciled with existing theoretical explanations of organizational life, it is likely that the scenario would be considered an outlier of sorts and would be

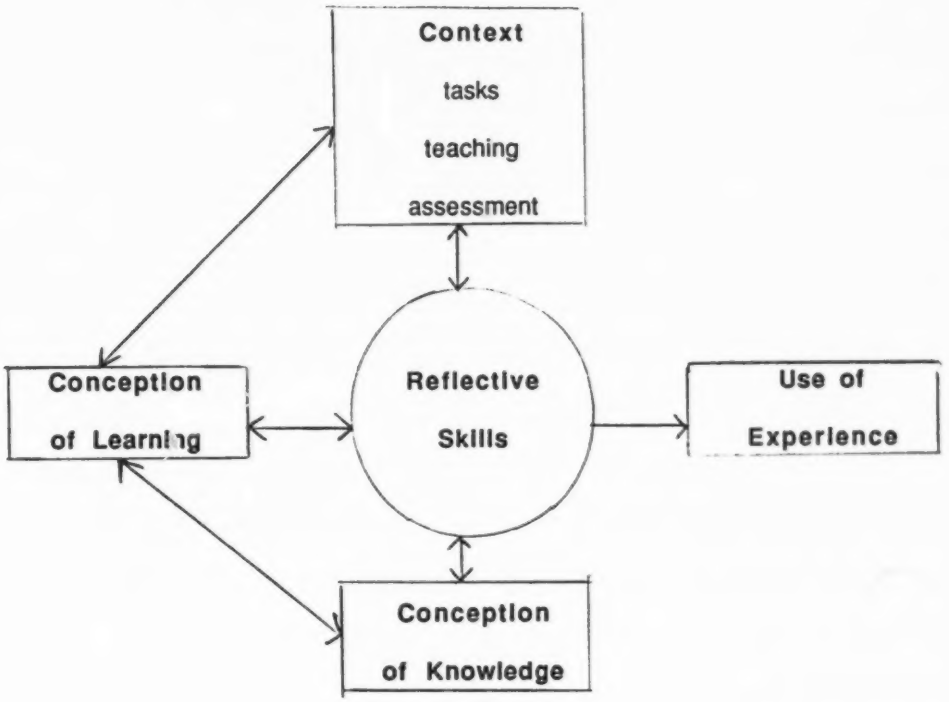
Context
tasks
teaching
assessment
Conception
of Learning
Reflective
Skills
Use of
Experience
Conception
of Knowledge

FIGURE 1

devalued in terms of its purposefulness for this principal in further studies of body of knowledge in educational administration. Usher would categorize this approach to using the incident a "surface" or "anecdotal" one. From the thematised/perspective dependent view, "The raw material of thematised learning is experience, particularly the experience of learning which itself becomes a conscious object of reflection" (Usher, 1985, p.66). The key here is the ability to use reflective skills to examine the incident and to thereby use it productively. This view of learning and knowledge would hold that personal knowledge gained by this principal in the above scenario is no less valuable than sundry theoretical abstractions: it is simply a different knowledge perspective. Usher describes this as a "productive" or "deep approach" to using experience. "Students must start from their own learning in order to describe and collectively confront their experiences. From this, they can first become more aware of their own conceptions of learning and knowledge and then develop these conceptions through theories which integrate personal and codified knowledge of the relationship between themselves, their learning, and their environment" (Usher, 1986, p. 33).

Based on conceptualizations of learning and knowledge, the professor must operationalize these beliefs through pedagogy. As Dewey(1938) asserted, "Unless experience is so conceived that the result is a plan for deciding upon subject-matter, upon methods of instruction and discipline, and upon material equipment and social organization of the school, it is wholly air" (p. 28). So it is for the professor of educational administration who not only needs to be reflective on his/her own past administrative experiences but upon those of students as well. The notion that individual past experiences of professors is a base for building the vitally important collaborative linkages between practitioners and professors rests in the belief that unless the professor, who is directing the formal training of administrators, can reflect upon his/her own experiences it is not very likely that he/she will be able to model and coach his/her students in productive approaches to the use of their experiences for continued growth and learning. "In starting from one's own learning and proceeding experientially, students and teachers can move

to a new conception of *experience* which then makes it possible within some areas for experience to be used productively as a resource for learning" (p.34).

Usher (1987) cites three basic problems when developing curriculum for adults based on the incorporation of individual experiences which have a high degree of personal validity for students. These are **relevance** (making sure the content relates to the practice of students), **rigor** (making sure that the content of instruction relates to the world of formal theory), and **congruence** (instructional strategies which are appropriate to the content, meet the demands of relevance or rigor, and model the behaviors/end-products toward which the curriculum is directed. To be sure, most professors of any discipline would be able to muster enough of an argument to say that their current programs and instructional strategies do meet the standards of relevance, rigor, and congruence. It is safe to say that most of the current programs in educational administration meet these criteria to some degree. The degree to which programs in educational administration address these perennial problems is the essence of intellectual and professional dynamism in a field seeking to make meaningful curricular reforms. A fundamental issue then is, what are the intended outcomes of a program in educational administration? Though each program would tailor its curriculum to its unique context and clientele, I would argue that one program outcome for training professional practitioners would transcend contextual boundaries, that is, the training and development of life long learners who are reflective practitioners.

Usher (1986) describes this program outcome as a reflexive problematizing process in which both students and teachers work conjointly. Emerging from this process are important by-products. Students learn to assume responsibility for their own learning and thereby begin to trust themselves, their individual stocks of knowledge, and to make productive use of their experiences rather than simply recalling unrelated and devalued anecdotal events. As students begin to assume greater control over and responsibility for their learning, they become active participants in helping to determine content relevance, rigor, and congruence. The sharing of responsibility for the teaching-learning process has major implications for professors of educational administration, their pedagogical practices, and for students. Identifying individual

needs, defining focus areas for study, and determining instructional strategies which most effectively match student needs with desired program outcomes are examples of teaching-learning collaborative work between students and professors. Finally, the reflexive problematizing process highlights the central importance of reflection as a learned and practiced skill which facilitates the meaningful linking of experience to individual learning and ultimately to informed practice.

Thus, how different would the curriculum in educational administration programs across the nation be? I suspect that even with a clearer sense of intended outcomes in terms of student behaviors emphasizing reflective skills, the result would not be one in which programs were constrained by an overly prescriptive and rigidly defined curriculum. It seems more likely that the richness of individual program characteristics, clientele, faculty, and other salient socio-cultural temporal factors would permit a "thousand flowers to bloom".

Educational administration programs designed to incorporate the richness of individual experiences in a reflexive/problematizing instructional process have major implications for professors. As with any call for substantive reform, it is likely that major changes will be resisted because such re-thinking and re-focusing require great expenditures of psychic and physical energies and are accompanied by risks within the larger academic community. Accustomed to set curriculum, teaching loads, and primarily didactic instructional modes, the changes inspired by reflexive problematizing are very demanding. Individual faculty members would be asked to re-think and re-evaluate his/her own conceptions of learning, knowledge and the efficacy of his/her own behaviors in classrooms and throughout the graduate studies program. Faculty would need to recommit themselves to helping to prepare students to be reflective students of educational administration and reflective practitioners who will then exercise similar influence as they practice their administrative crafts in educational agencies across the country and throughout the world. Some professors will argue that the changes implicit in a reflective problematizing approach will come at the expense of research and scholarship. However, it seems reasonable to posit that research and scholarly activity in other areas of the university community do not pale simply

because real problems in health, engineering or business guide the preparation of professionals through inquiry, advising, and teaching. As Jarvis(1987) states, "Reflection is an essential phase in the learning process whereby people explore their experiences in a conscious manner in order to lead to a new understanding and, perhaps, a new behavior" (.p.168). In such a process both students and professors are engaged in the thoughtful exploration and examination of past experiences, in the reassessment of conceptions of learning and knowledge, and in various levels of reflection in which each "can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice and can make new sense of the situations of uncertainty or uniqueness which he may allow himself to experience" (Schon, 1983, p.61).

Mezirow (1981) developed a typology of levels of reflectivity. He described seven levels of reflection in which individuals may engage. These levels suggest some interesting possibilities for training programs in educational administration as well as for the expansion of possibilities to enhance the skills of practicing administrators. The first four levels are those which are actual conscious acts of reflection. The remaining three are characterized as levels of critical consciousness. 1.) *reflectivity*- awareness of specific perceptions, meanings, and/or behaviors; 2.) *affective reflectivity*-awareness of how the individual feels about what is being perceived, thought or acted upon; 3.) *discriminant reflectivity*- the ability to assess the efficacy of perception, thought, and habit of doing things; 4.) *judgmental reflectivity*- making and becoming aware of values and judgments made; 5.) *conceptual reflectivity*- assessing the extent to which the concept(s) employed for understanding and judgment are adequate; 6.) *psychic reflectivity*- recognition of one's habit of making percipient judgment on the basis of limited information; and 7.) *theoretical reflectivity*- awareness of why one set of perspectives is more or less adequate to explain personal experience. As Jarvis(1987) concluded, "Not only do individuals bring unique stocks of knowledge to the process of reflection, each may also reflect upon their experience at one or more different levels, so that the reflective process is itself personal, private, and individual. Therefore, the meaning that people give to their experience is quite subjective and knowledge is

created out of experience by a synthesis of previous knowledge and perception of their present experience. Meaning is, therefore, a subjective interpretation of experience, giving special significance to past events" (p. 169).

The use of past administrative experiences by professors is just one aspect of the argument presented here for reforming curriculum in educational administration. Personal biography and experience are important sources of knowledge with the potential to foster continued growth and to enhance reflective skills of professors, students in educational administration programs, and practitioners. If leadership is about the exercise of influence, then professors have a unique opportunity to demonstrate through their own instructional and advisory behaviors how individual students can capitalize on and put to productive use their unique experiences and stocks of knowledge. This does not mean all experiences. Clearly, some experiences do not contribute to further learning and growth nor do they meet the standards of relevance, rigor, and congruence, the essential criteria for inclusion in educational administration curricula. It is also important to note that it is possible that some content specialties and areas of study within educational administration are less amenable to the direct application of individual experiences that students and professors bring with them to teaching-learning situations. Personally, however, I do not believe that any area of study in educational administration is completely impervious to instructional approaches which seek to incorporate the application of experience. Nevertheless, the challenge for professors is to make determinations for teaching and learning which help realize the intended outcomes of preparing school leaders who have technical, conceptual, and human skills as well as the capacity to use those skills reflectively in action and about their actions. Such an outcome is unlikely though in programs currently dominated by 30 to 90 graduate credit hours of lecture.

The emphasis in this paper has been on the professor and how he/she might use past personal administrative experiences as a valuable teaching-learning resource. This emphasis is predicated on the belief that if the professor has learned how to use reflective skills to transform past experiences into richer understandings and guides to informed practice, then those very

skills and behaviors can be modeled through instruction, advising, and clinical contacts with students. Rather than didactically emphasizing that students need to be reflective practitioners, professors can model, coach and lead the way to more thoughtful, humane, and reflective leadership. This emphasis also helps address head-on the theory-practice chasm that perennially plagues students and professors. As Shapiro (1987) suggests, "Theory and practice are separate but inseparable, for the administrative ensemble is the relationship between theory and practice. The role of theory is not to indicate what administrators should do, but rather to indicate what administrators must respond to in order to achieve goals. Theory serves to define problems. Thus, in the artificial science model, practice is not theory based but is "theory responsive" (p.13).

Finally, emphasis on the incorporation of experience into educational administration curricula helps bridge another critical gap between professors of school administration and practicing administrators. The use of personal experiences and the experiences of students offers the opportunity for professors to reconnect themselves with their field. In a recent assessment of preparation programs and the professoriate in educational administration, Shibles (1988) pointed out that, "Professors often lack the ability to connect research and current developments to practice and sometimes have no administrative or school experience" (p.7). Another researcher describes a more stinging indictment of the professoriate in educational administration from the perspective of practicing principals. In a survey of school principals, Lane (1988) reported that individual personal experience was the highest rated support source for all principals whether in schools of identified excellence or across all schools. Selected from a list of 25 possible other sources of support in their work life, principals ranked college professors 20th. Lane points out the critical importance for collaboration as a means for re-connecting professors to their field of practice as well as for incorporating approaches for using personal experience in the curricula and pedagogy of programs in educational administration. Unless we as professors choose to relegate ourselves to the eternal role of spectators rather than players and professors of practice, collaboration with our colleagues in schools is imperative.

As Dewey (1938) concluded, "At every level there is an expanding development of experience if experience is educative in effect. Consequently, whatever the level of experience, we have no choice but either to operate in accord with the pattern it provides or else to neglect the place of intelligence in the development and control of a living and moving experience" (p.88). Those educational administration faculty who have served as school administrators are in a unique and advantageous position in terms of leading the curricular reforms described in this paper. Having to deal with their own base of experience as one source of knowledge about school leadership helps to develop individual reflective skills that can then be modeled and shared with students. Professors who exercise the opportunities to tap into the richness of experience in his/her classroom have a grounded base of real administrative experiences for establishing the collaborative linkages among practitioners and professors and for designing educational administration programs which are relevant, rigorous, congruent and visionary.

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